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ABSTRACT

At Colorado Mountain College (CMC), academic advising is based upon a comparison of students' basic skills with the skill requirements of individual courses. Students who enter CMC to obtain a degree must take placement tests in writing, reading, math, and study skills before they can enroll in classes. The placement test battery includes a writing sample; the Stanford Diagnostic Reading Test; a CMC-developed math test; and the Learning and Study Strategies Inventory test. An academic adviser uses placement test scores to advise students not only as to the appropriate math and composition classes, but also to help students select all of their other classes. Course selection is facilitated by an advising matrix, which indicates the reading level of course textbooks, prerequisite courses, and recommended minimum writing and math levels. The advising matrix is constructed from information provided by instructors on the requirements for the successful completion of their courses. Each term, instructors are surveyed regarding prerequisites, written work, tests, quizzes, homework, projects, oral work, experiments, textbooks, writing skills, reading skills, math skills, and lecture style. Their responses are entered into a database program, and the resulting advising matrix can be printed out in either a short or long version. Once the matrix is ready, brief training sessions are required to explain its purposes and uses to advisors. Attachments include testing and advising flow charts; instructions for constructing the Advising Matrix; sample letters to instructors and an instructor questionnaire; copies of the long and short forms of the advising matrix; and information on finding the reading level of textbooks. (AJL)

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The Placement Process at Colorado Mountain College: Placement Testing and the Advising Matrix

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The Placement Testing Process at Colorado Mountain College

Students who enter CMC as degree-seeking students must take placement tests in writing, reading, math, and study skills before they can enroll in any classes. We make exceptions if the student has achieved the score of 19 on the ACT or 500 on the SAT tests or if the student is a transfer student from another college and has completed a college-level course in composition or math with a grade of "C" or better. (Even with these students, however, we recommend that they take the study skills test and even the reading test.)

We ask all students taking the placement test battery to complete a writing sample test. Students write on a narrative topic, which we have predetermined, and have a half an hour to complete this short essay. Using a holistic scoring method, we then assess the students' competence in content, development of ideas, organization, expression, and correctness. The results of the writing sample determine whether a student should enroll in Basic English or English Composition I, our freshman English course.

For reading, we used the Stanford Diagnostic Reading Test at Alpine Campus this year. CMC is currently evaluating several placement test instruments, so other locations at our college used other instruments such as the MAPS reading test and ASSET. Personally, I like the Stanford test because it provides a grade level for various areas of a student's reading abilities. As you will see on the Advising Matrix, we indicate the reading level of each textbook for each course; therefore, a reading test that provides a grade level is essential. We use the grade level on the test score to help advise students who have low reading levels so that they are aware of courses in which the reading level of the textbook exceeds their reading level by more than two grade levels. Students with reading levels below 10th grade level are referred to our Learning Lab for extra help with their reading. Since the reading level of textbooks can range from 7th or 8th grade level to graduate school level, we believe that matching a student's reading level with the reading level of the textbook is crucial for student success.

Our math test is a CMC-developed instrument, which has 15 questions for each of four levels of math skill (total of 60 questions). The first level is at the basic math level; the second level tests at the basic algebra level; the third is at the college algebra level; and the fourth level tests trigonometry and analytical geometry. Students work through each level until they can no longer understand the problems, at which point they stop. For Liberal Arts students, at least one semester of math is now required in all community colleges in Colorado. So the math test helps place students into one of several math courses: Fundamentals of Math, Introductory Algebra, College Algebra, Trigonometry and Analytical Geometry, Statistics, or Calculus.

Finally, we administer the Learning and Study Strategies Inventory test (LASSI) to assess students' study skills. Although we require all 18-20-year-old students to take this test, we have found that some of the questions make the test less appropriate for older returning students. Additionally, we have found that the older students have the motivation that the younger ones often lack and therefore do not require study skills, or the older students recognize their own weaknesses in studying and want to take a study skills class without having to take a test. Therefore, we make the LASSI optional for older students.

Once the students have taken the placement tests and they have been scored, the academic advisors receive a list of the test scores for all students. The students then begin the advising process, during which time they meet individually with their advisor. The advisor uses the placement test scores to advise students not only into the appropriate composition or math class, but also to help students select all their other classes as well by referring to the Advising Matrix. An advisor can do this because the Matrix provides the reading level of the textbook(s) for each course, any prerequisite courses, and advised writing and math levels that may be required for the student to successfully complete the course. The Matrix thus prevents an advisor from allowing a student at the Basic English level to enroll concurrently in Sociology I, which requires a 10-page research paper or a student whose reading comprehension is 8.5 from enrolling in an Art History class where the reading level of the textbook is 16+. The flow charts (Figures 1 and 2) on the following page will illustrate the placement and advising process.

Figure 1
Placement Testing Process

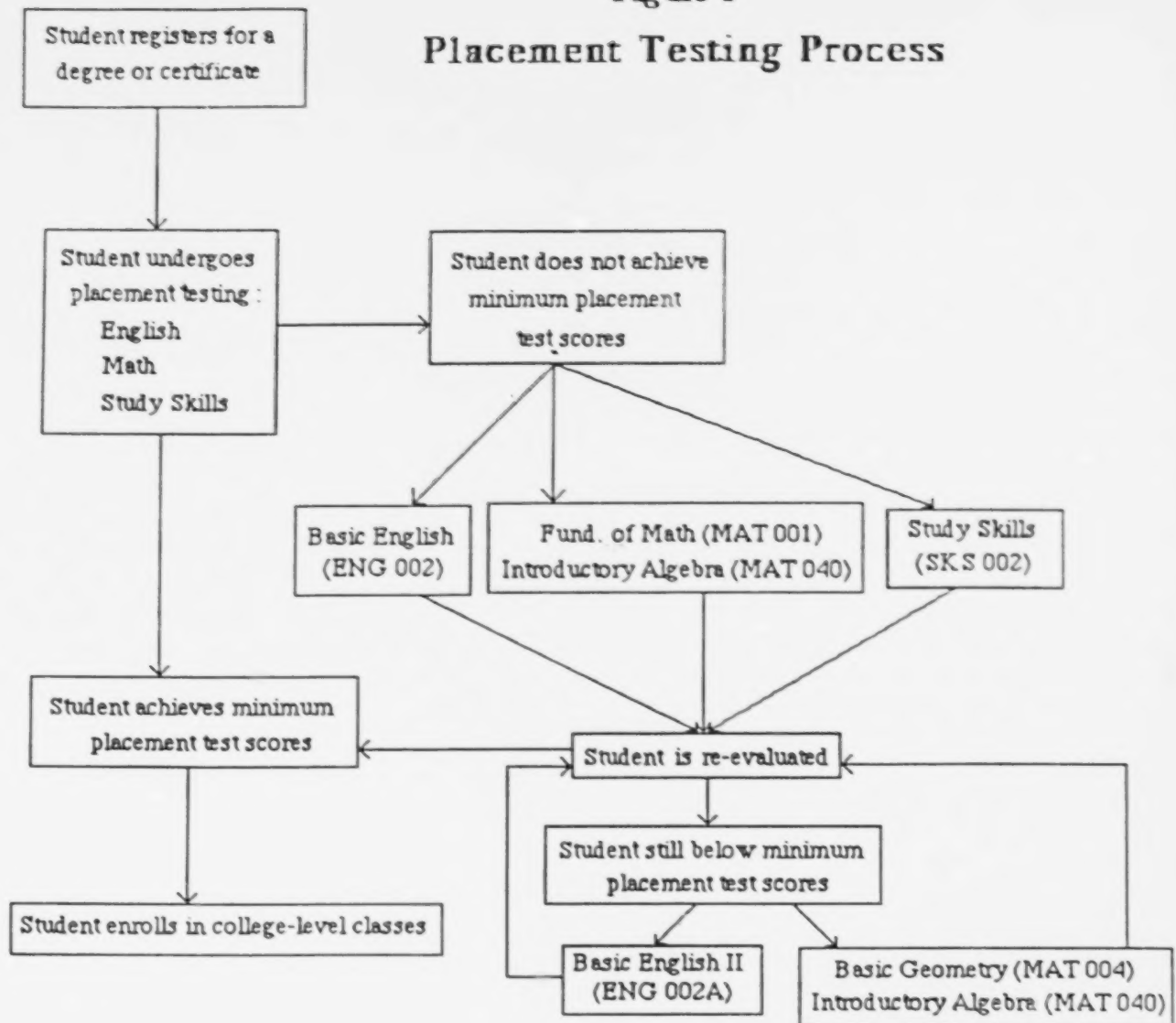
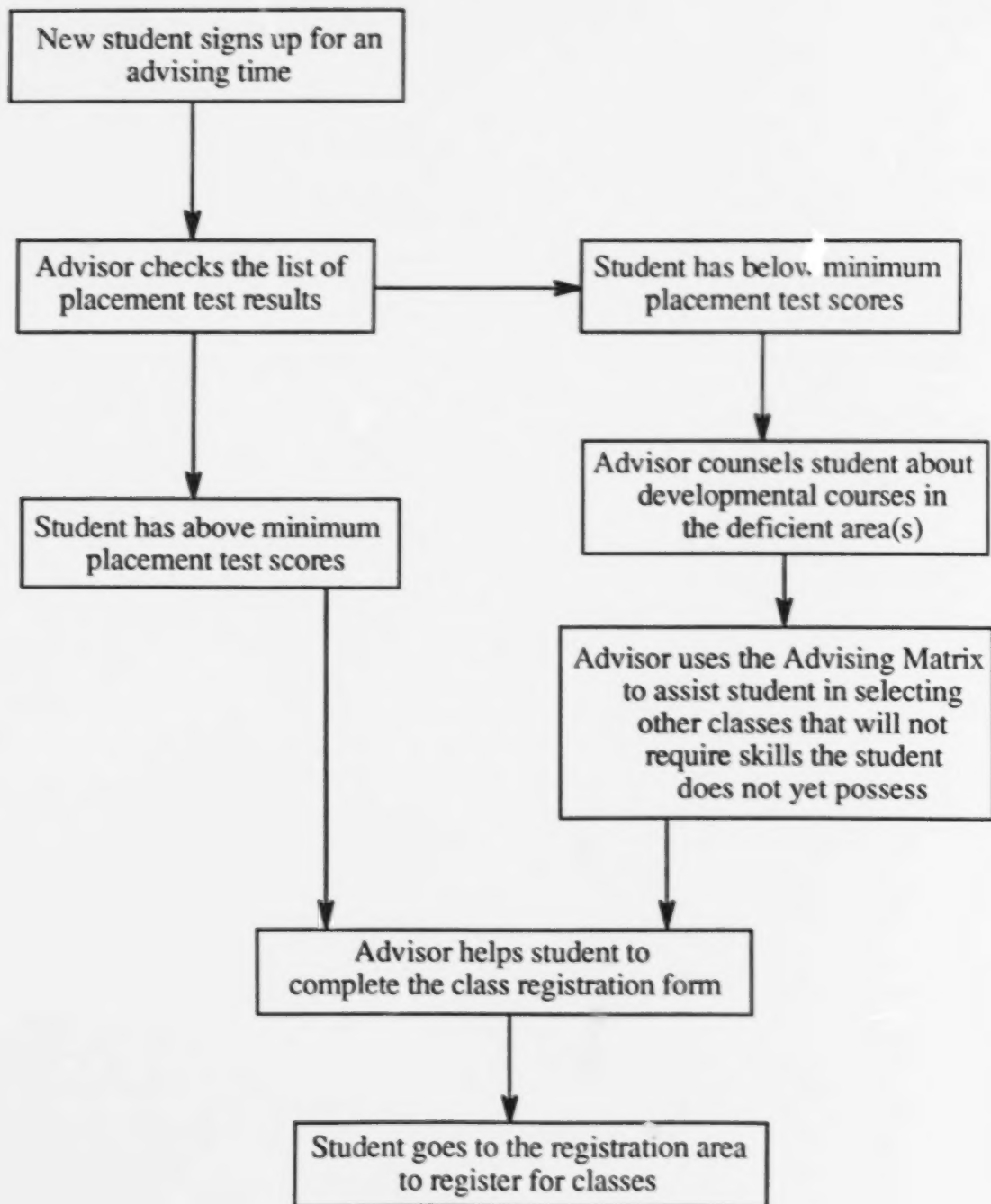


Figure 2

Advising Process



Constructing the Advising Matrix

To construct the Advising Matrix, I use a Macintosh SE computer and the database program in Microsoft Works. Any personal computer and database program, however, would work just as well.

For those unfamiliar with computer programs, a database program is easy to set up and requires no type of programming knowledge. At least with Microsoft Works, all I need to do is to create a master matrix. I do this by naming each "field" (the columns) in the order that I want it to appear on the matrix. (The program allows me to move the position of columns later should I change my mind.) As you can see by referring to the matrixes following, I use these headings for the field names: Code, Course Title, Prerequisites, Written Work, Tests, Quizzes, Homework, Projects, Oral Work, Experiments, Exercises, Text, Writing, Reading, Math, Advisement, and Lecture Style.

Most of these headings are self-explanatory. I have found it useful to distinguish types of work because some courses, such as those in the lab sciences, have experiments, while many of our vocational classes require special projects, such as designing the layout of a restaurant and a menu, which cannot be classified as "written work," but which nevertheless requires a great deal of student time to complete satisfactorily. Should you decide to construct your own matrix, you could include other fields or delete those you find inappropriate to your situation. The short form of the matrix, as you can see in the sample provided, includes only the following fields: Code, Course Title, Prerequisites, Text, Writing, Reading, Math, and Advisement.

The "Text" field and the "Reading" fields are similar. Both indicate reading levels by grade. The "Text" field provides the reading level of the textbook(s) for each course. (An explanation of the method I use for textbook reading level analysis appears as Appendix A at the end of this document.) The "Reading" field indicates the minimum score that a student should have on the Stanford Diagnostic Reading Test to be considered competent enough in reading to comprehend this book. According to John Roueche and others, a student should be reading within at least two grade levels of the reading level of the text if he or she is to comprehend successfully; therefore, the figure in the "Reading" column is simply two grade levels below the highest reading level of the textbook(s) rounded off to the nearest tenth.

All the information for the matrix will come from the Instructor Questionnaire (Figure 4). Once you have constructed the matrix and saved it on a computer disk, you are ready to send out the Instructor Questionnaire. I always send the questionnaire with a cover letter. Figures 2 and 3 are sample cover letters that I sent to instructors. Instructors throughout our college district received the letter in Figure 2; I sent the letter in Figure 3 to the instructors at my campus only, realizing that most of these instructors are already familiar with the matrix and have filled out the questionnaire before. Additionally, during the summer mailing I enclosed a second questionnaire, the "Instructor Tips' Questionnaire" (Figure 5), to obtain advice they would like to pass on to students about succeeding in their discipline, not just how to pass their particular course. I made this questionnaire optional and had about a third of the instructors actually respond. Although I still consider this information to be valuable, I would not include it with the Instructor Questionnaire. To do so causes instructors to feel as if they are being requested to complete a time-consuming task, resulting in a reluctance to complete either questionnaire. I designed the Instructor Questionnaire to avoid being time consuming, so I will send the other questionnaire at another time.

As the instructor responses arrive, you can begin entering the information on the database. Since the database program allows you to alphabetize later (or insert information at any point you wish), you need not wait for all the responses to enter it into the matrix. After the matrix is complete (or is as complete as it can be), I simply print it out in both a long and short version (see Figures 6 and 7).

The long version is designed to give an interested person complete information about any particular course. I have used it, for example, to help students who are working and can attend school only part time decide between two courses based on the specific requirements of each

course. The Learning Lab staff can use it to help students with various problems, and the teaching style section, in particular, can help to advise students whose learning style does not match the instructor's teaching style about how to compensate to succeed in the course. Because the information for the long matrix extends beyond one page, the "Code" column begins each page to make reference easier. For most advisors, however, the short form is much easier to use.

The short version provides only basic information related to the course, prerequisite courses, the textbook reading level, and the writing, reading, and math proficiencies (if applicable) a student should possess to expect at least a "C" along with the advice provided by the instructor. During the advising process, advisors have a list of placement test results. They check this list for the results. Should a student have tested below the minimum level to enter a college-level composition or math class, the advisors consult the matrix for all the courses in which the student may want to enroll. The matrix will then indicate the writing, reading, or math level the student will need to succeed. If the student's skills are below those required by the course, the advisor can then help the student choose another class better matched to the student's current skill level, advising him or her to postpone taking the original choice until his or her skill level improves. So a student who is only at the fundamentals of math level would be advised to complete Introductory Algebra before enrolling in Astronomy; however, he or she could enroll in Geology.

Inserting the information is so easy that anyone can complete this task. Once the long matrix is completed, the short matrix can be constructed by saving the long matrix as a different document and deleting those fields not used in the short form. Then you are ready to print out each version and distribute them to the advisors.

Warning: If there is a pitfall in this process, it is gaining faculty cooperation. You need to allow at least an extra week, preferably two, to allow for late responses from faculty. Even making completing the Instructor Questionnaire mandatory does not result in speedier cooperation. Every semester several instructors must be telephoned and reminded to complete the questionnaire, and as you can see from my examples, some courses are blank. (Some of these blanks, however, are because we are currently hiring two new instructors and have these courses listed as "Staff.") We will continue to work to gain 100% cooperation, but since the majority of our faculty are part time, we may never achieve that.

A second, somewhat related problem, comes from faculty who question the real motives behind the matrix. A few cynics assume that the matrix is administration's way of checking on them to see what work they are requiring of their students. Yet after one semester of seeing the matrix being used only for advising usually convinces the faculty that the matrix benefits them as much as it does the students because they have few, if any, underprepared students in their college-level classes.

Once the matrix is ready, you also need to provide a brief training session for the advisors to explain the purposes of the matrix and discuss ways it can be useful. Without some explanation, some advisors may not use it.

Finally, allow yourself enough time to enter all the information. It took me approximately six hours to enter the information for the long matrix in this document and another hour, approximately, to construct the short matrix and print both version. Depending on the number of courses to be entered, you may find that the process takes more time.

Other than these problems, I have found constructing and using the matrix to be relatively simple.



COLORADO MOUNTAIN COLLEGE

Figure 3 Sample Letter to Instructors

April, 1988

Dear Instructor:

Enclosed are two questionnaires, which you need to fill out and return, and a copy of part of the advising matrix. This matrix will now be implemented college-wide to advise students who have been identified through placement testing as being underprepared in reading, writing, or mathematics. The purpose of the questionnaires is to gather the information needed to fill in the matrix and to develop a handbook of tips to help students succeed in their courses.

Without this information, low-level students cannot be adequately advised about the difficulty or requirements of a course. This questionnaire is also your chance to provide information about the minimum levels of competency which you believe a student must have to succeed (get a "C" or better) in your course. For example, if an accounting instructor believes that no first-year student should enroll in Accounting I, I can tell first-year students to wait until the following year for accounting. When an economics instructor believes that students must have a fundamental knowledge of algebra and geometry to succeed in Economics I, the student must be above the fundamentals of math level to enroll in Economics I. The advising matrix will indicate such information to the advisor. But this matrix can succeed only if you fill out and return your questionnaires promptly.

The second questionnaire asks you to take a few minutes to write down some tips that you would give students, which would help them succeed in your course(s). Since different courses may require a different approach to studying, please complete a form for each course that you plan to teach this fall. These responses will be compiled into a notebook which will be available in each location's Learning Lab as a tool to help students with their courses.

I must have this matrix completed by Aug. 12; therefore, I need your response as soon as possible but no later than June 30 because I am creating an individual matrix for each location throughout the College District. It takes only a few minutes to complete, and I have enclosed a self-addressed, stamped envelope for your convenience. **PLEASE FILL OUT AND RETURN THE QUESTIONNAIRES IMMEDIATELY!**

Thank you for your time and cooperation. If you have any questions, please don't hesitate to contact me. I would be happy to discuss any questions you may have. We have a lot of work ahead of us--but what exciting possibilities! Together, we can make CMC a model institution for the state, for the nation.

Cordially,

Craig Hadden
Assoc. Prof. of Communications

ALPINE CAMPUS

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Figure 4
Second Sample Letter to Instructors

October 10, 1988

Dear Instructor:

Once again, I am asking your cooperation in completing the enclosed questionnaire to help me fill out the advising matrix. With our increase in the number of students and because of problems we have had this semester with students claiming that they were not properly warned about the requirements of some of our courses (courses for which I did not receive the advising matrix questionnaire), **we are requiring that you turn in a completed questionnaire along with your course syllabus by October 31.**

For those of you who may be teaching at Alpine Campus for the first time, the matrix provides advisors with information about all the courses we are offering each semester to assist students in selecting classes and to prevent those students who lack minimum competency in the basic skills areas of mathematics, English, and reading from enrolling in courses for which they are underprepared. Without this information, low-level students cannot be adequately advised about the difficulty or requirements of a course. This questionnaire is also your chance to provide information about the minimum levels of competency which you believe a student must have to succeed (get a "C" or better) in your course.

If you are planning on teaching more than one course, please fill out a separate questionnaire for each course you will be teaching. Pre-advising for next semester will begin the week of December 12, so please complete and return the questionnaire immediately. It will take only a few minutes, but it is critical to a successful advising process.

Thank you for your time and cooperation. If you have any questions, please don't hesitate to contact me. I would be happy to discuss any questions you may have. Your work does make a difference.

Sincerely,

Craig Hadden
Interim Asst. Campus Dean

ALPINE CAMPUS

BOX 775288 1370 BOB ADAMS DRIVE STEAMBOAT SPRINGS, COLORADO 80477 (303) 879-3288

Figure 5
Instructor Questionnaire

Instructor: _____ Location: _____
 Course Title: _____
 Course Code: _____
 Text(s) Required: _____

What reading do you require in addition to class text(s) (e.g., reading for research papers, outside reading assignments in the LRC, etc.)?

Indicate the type(s) of writing assignments you will assign for this course.

_____ non-research paper(s)	_____ number required	_____ length
_____ research paper(s)	_____ number required	_____ length
_____ report(s)	_____ number required	_____ length
_____ letter(s)	_____ number required	_____ length
_____ journal(s)		
_____ stories/poetry/creative work	_____ number required	_____ length
_____ other (please specify type, number, and length)		

Indicate the type of exams you will give.

_____ Essay	_____ Fill-in-the-blank	_____ Oral
_____ Short Answer	_____ Multiple Choice	_____ Matching
_____ True/False	_____ Case Studies	_____ Problems

(Checking more than one indicates the exams are a combination of types.)
 Other (please specify): _____

(Give number of exams)
_____ Mid-term exam
_____ Final exam
_____ Other exams

Indicate the type of quizzes you give (if any).

_____ Essay	_____ Fill-in-the-blank	_____ Oral
_____ Short Answer	_____ Multiple Choice	_____ Matching
_____ True/False	_____ Case Studies	_____ Problems

(Checking more than one indicates the quizzes are a combination of types.)
 Other (please specify): _____

Total Number of Quizzes _____

Indicate other requirements used to grade a student.

- | | |
|---|--|
| ☐ Math problems | ☐ number of assignments |
| ☐ Speeches/Oral presentations | ☐ number of assignments |
| ☐ Work projects/Internships | ☐ number of assignments |
| ☐ Art work/Other creative projects | ☐ number of assignments |
| ☐ Experiments | ☐ number of assignments |
| ☐ Exercises | ☐ number of assignments |
- Other (specify):

Indicate the writing level and/or math level the student needs to be at currently to obtain a "C" or better in this course:

- | English | Math |
|---|---|
| ☐ Basic English | ☐ Fundamentals of Math ☐ Trigonometry |
| ☐ English Composition I (freshman English) | ☐ Business Math ☐ Statistics |
| ☐ English Composition II (research paper) | ☐ Introductory Algebra ☐ Calculus |
| ☐ Post English Composition II | ☐ College Algebra ☐ Any level is okay |
| ☐ Any level is okay | |

Indicate any prerequisite courses the student must have completed before enrolling in this course:

Please provide the approximate % of class time you spend on the following:

- | | | | |
|--|---|---|-----------------------------------|
| ☐ Lecture | ☐ Visual experience (overheads, use of chalkboards, films, etc.) | | |
| ☐ Discussion (entire class) | ☐ Oral methods | | |
| ☐ Discussion (small groups) | ☐ Textbook review | | |
| ☐ Hands-on/tactile experience | ☐ Review of previous class(es) material | | |
| ☐ Auditory experience | ☐ Assignments (including specific objectives) | | |
| ☐ Teaching students study skills for your class in: | | | |
| ☐ Note-taking | ☐ Test-taking | ☐ Text-marking/reading | ☐ Studying |
| ☐ Time management | ☐ Stress management | ☐ Other (please specify) | |

What skills (certain level of reading comprehension, background knowledge, etc.) must a student have to do at least "C" work in this course. Briefly list any other advice you want an advisor to consider in advising students about whether to take your course.

Figure 6

"Instructor Tips" Questionnaire

Name: _____ Course Title & Number: _____

Campus Location: _____

We have all encountered students who either have poor study habits or have study anxiety concerning how to prepare for a course (or courses). Occasionally, students will ask instructors for advice about how best to study for a particular course, but most of the time they don't even consider this option or are too embarrassed to ask. Therefore, we are going to have an "Instructors' Tips" notebook available in all the Learning Labs. This notebook will contain tips about anything that you believe would help a student study for and pass your course(s).

What you provide below is up to you; however, you may want to consider some or all of the following topics: how to read and study the text, notetaking (both from the readings and class), preparing for your exams (if applicable), stress management, asking questions, concentration, time management, etc.

Thank you for your time and assistance, and your students thank you, too.

Figure 7 - Advising Matrix Long Form

Code	Course Title	Prerequisite	Written Work	Tests
ACG 015	Tax Procedures	none	5 1-2 pg. research papers	7 Sh. An., Multi. Ch., Math Comp., Tax Form Procedures exams & 1 Final exam
ACG 111	Accounting I	none	none	6 Matching, Math Comp., & Acct. Applications exams & 1 Final exam
ACG 112A	Accounting II	ACG 111	none	6 Matching, Math Comp., & Acct. Applications exams & 1 Final exam
ACG 112B	Accounting II	ACG 111	none	6 Matching, Math Comp., & Acct. Applications exams & 1 Final exam
ANT 101	Cultural Anthropology (Tele)	none	52 short (1-3 paragraphs) summary essays	Long (8-16 pgs.) Summary Essay Mid-term & Final
ANT 101	Cultural Anthropology	none	8 2 pg. non-research papers, 1 20-pg. research paper, possibly a journal	Essay, Sh. An., & Multi. Ch. Mid-term & Final exams
ART 112	Art History II	none	1 2 pg. research paper (optional)	T/F, Multi. Ch. Mid-term & Final
AST 102	Astronomy II	AST 101	1 5-10 pg. research report	3 Essay, Sh. An., Fill-in, Multi. Ch., T/F exams & 1 comprehensive final
BIO 112	General College Biology II	BIO 111	1 3.5 pg. research paper	1 Essay, Sh. An., T/F Final exam
BIO 212	Human Anatomy & Physiology II	BIO 211	none	3 Sh. An., T/F, Fill-in, & Multi. Ch. Oral Unit Exams
BIO 212L	Human Anatomy & Physiology II Lab	BIO 211L	none	none (see class)
BUS 210	Principles of Management	none	none	4 Sh. An., T/F, Multi. Ch., Case Prob. exams
CHE 112	General College Chemistry II	CHE 111	Approximately 12 lab reports from lab manual	5 Essay, Sh. An., Multi. Ch. exams
CSC 012	Introducing MS/DOS	CSC 112	none	1 T/F, Fill-in, Multi. Ch. Final exam
CSC 021D	Word Processing Microsoft Word	CSC 112	none	2 Essay, Sh. An., Prob. Solving exams (Mid-term & Final)
CSC 0	4th Dimension Database	CSC 112	none	Multi. Ch. Mid-term & Final exams
CSC 036	Computer Systems Telecommunication	CSC 112	none	none
CSC 043	Computer Assisted Illustration	CSC 112	1 written description of lab assignments, no set length	5h. An., Multi. Ch. Mid-term & Final exams
CSC 044	Desktop Publishing	CSC 112/043	none	3 Sh. An., Multi. Ch. exams
CSC 112A	Fundamentals of Computers	none	1 6-10-pg. research paper	3 Sh. An., Multi. Ch. exams
CSC 112B	Fundamentals of Computers	none	1 6-10-pg. research paper	3 Sh. An., Multi. Ch. exams
CSC 127	Reprogramming in Pascal	CSC 112	none	5h. An. Mid-term & Final exams
ECO 202	Principles of Microeconomics	none	none	5h. An. Mid-term & Final exams
ENG 002	Basic English I	none	5 paragraph assignments, 3 drafts of each	none
ENG 002A	Basic English II	ENG 002	Non-research papers & individual projects	Editing of one faulty paragraph as a final exam
ENG 121	English Composition IA	min. score	6 non-research papers + drafts, pre- and post-outline, ed. sheets	none
ENG 121	English Composition IB	min. score	6 non-research papers + drafts, pre- and post-outline, ed. sheets	none
ENG 122	English Composition IIA	ENG 121	1 10-20-pg. res. paper, outline, introduction & conclusion, rough draft & final draft	Essay Mid-term exam
ENG 122	English Composition IIB	ENG 121	1 10-20-pg. res. paper, outline, introduction & conclusion, rough draft & final draft	Essay Mid-term exam
ENG 125	Technical Writing	min. score	5 bus. letters, 1 resume, 1 policy & procedure, 5 annot. bibs., 3 prog. reports, 1 5+ pg. res. report	5h. An., Fill-in, Essay, Case Study Mid-term & Final exams
FRE 112	French II	FRE 111	none	Mid-term & Final exams
FRE 212	French IV	FRE 211	8-10 compositions in French	8 Oral, 1 Mid-term & 1 Final exam
GEO 105	Geography	none	1 research paper & 2 reports of sufficient length to cover subject	Sh. Essay, T/F, Fill-in, Multi. Ch., Oral Mid-term & Final exams
GER 112	German II	GER 111	5 research papers & 10 reports	Fill-in, Oral Final exam
GER 212	German IV	GER 211	Reports and creative work (stories, poetry, etc.) in German	Fill-in, Oral Mid-term & Final exams
GEY 111	Physical Geology I	none	1 9-pg. research paper & a journal	Essay, Sh. An., T/F, Fill-in, Multi. Ch., Oral exam(s)
GEY 112	Historical Geology II	GEY 111	1 12-pg. research paper & field trip journal	2 Essay, Sh. An., T/F, Multi. Ch. exams & 1 Final exam
HFT 047LB	Lab Settings in Health & Fitness	none	1 1-3 pg. report	none
HFT 145	Math. & Procedures for FR Assessment	none	1 4.5-pg. research paper	2 Sh. An., T/F, Fill-in, Multi. Ch. exams & 1 Final exam
HIS 202	American History II	none	3 5-page reports	2 Essay exams (mid-term & final)
HSC 111	Fundamentals of Nutrition	none	1 5+ pg. research paper using 10 or so references; 3 1-2-pg. reports; diet history	Multi. Ch. Final exam (optional)
JRN 110	Intro. to Journalism	none	30 100+ word articles, & journal; 15 500+ word articles; 1 2000+ word feature article	3 Sh. An., T/F, Multi. Ch. Oral exams
LIT 202	Masterpieces in Literature II	none	2 3-5 pg. papers & 1 5-10-pg. research paper & 1 individual project	1 Class-developed Mid-term exam & 1 take-home Final exam
MAT 001	Fundamentals of Math	none	none	5 problem-solving exams
MAT 035	Business Math	min. score	none	5 problem-solving exams
MAT 040	Introductory Algebra A	min. score	none	5 problem-solving exams
MAT 040	Introductory Algebra B	min. score	none	5 problem-solving exams
MAT 121	College Algebra	min. score	none	5 problem-solving exams
MAT 135	Statistics	min. score	none	10 Sh. An. Problem exams & Final exam
MAT 202	Calculus II	MAT 201	none	none
MMA 015	Retailing	none	none	none
OUT 112	Desert Orientation	none	1 5-pg. research paper, journal	Essay, Sh. An., Oral exam(s)
OUT 125	Intro. to Avalanche Study	none	1 5-pg. research paper, journal	Essay, Sh. An., Oral exam(s)
PHI 112	Ethics	none	none	2 Essay exams (mid-term & final)
PHI 140	Philosophy & the Sciences	none	1 10-pg. research paper	Essay Mid-term & Final exams
PHY 105	Physics	none	1 10-pg. research paper & 5 2-pg. reports	4 Multi. Ch. exams & 1 Essay Final exam
POS 220	International Relations	none	none	2 Essay, Sh. An. exams (mid-term & final)
POS 270WP	War and Peace in the Nuclear Age	none	none	2 Essay, Sh. An. exams (mid-term & final)
PSY 101	General Psychology I	none	1 5-6-pg. research term paper	Essay, T/F, Multi. Ch. Matching Mid-term & Final exams
PSY 102	General Psychology IIA (Mths)	none	4 1-3-pg. critiques of magazine articles	4 Multi. Ch. exams

Code	Quizzes	Homework	Projects	Oral Work
ACG 015	8 Sh An, Multi Ch quizzes	Reading in textbook & outside reading in LRC in CCH Fed. Tax Reports, reading IRS Code and Regulations	none	none
ACG 111	5 Sh An, Multi Ch quizzes	Reading in text	none	none
ACG 112A	5 Sh An, Multi Ch quizzes	Reading in text	none	none
ACG 112B	5 Sh An, Multi Ch quizzes	Reading in text	none	none
ANT 101	none	View the telecourse & take notes on the tape (also see written work)	none	none
ANT 101	2 Sh An, Multi Ch quizzes	Reading in text & outside reading in HRAF collection for research paper	none	none
ART 112	5 Fill-in, Multi Ch quizzes	Reading in text & viewing telecourse tapes (recommended)	none	Verbal class participation
AST 102	none	Reading in texts & for research report	none	none
BIO 112	20 Essay, Sh An, T/F quizzes	Reading in text & for research paper	none	1 5-min. oral report
BIO 212	Weekly Sh An, T/F, Fill-in & Multi Ch. Quizzes	Reading in text & LRC support materials	none	none (see lab)
BIO 212L	2.5 Sh An, T/F, Fill-in, Multi Ch quizzes, 5 oral quizzes	Reading	none	5 oral presentations
BUS 210	none	Reading in text	none	none
BUS 212	none	Reading in text	none	none
CHE 112	none	Reading in text	none	none
CSC 012	none	Reading in text	none	none
CSC 021D	1 T/F, Fill-in, Multi Ch quiz	Reading in text and some articles from MacUser magazine	10 weekly projects	none
CSC 0	1 Sh An quiz	Reading handouts	1 application project	none
CSC 036	none	Reading handouts	1 work project	none
CSC 043	4 Sh An quizzes	Reading in user's manual of programs & handouts	1 Final computer project	none
CSC 044	none	Reading of handouts	1 Final computer project	none
CSC 112A	1 Sh An, Multi Ch quiz	reading in text & class handouts	1 major computer project	none
CSC 112B	1 Sh An, Multi Ch quiz	reading in text & class handouts	1 major computer project	none
CSC 127	none	Reading in text	1 major computer project	none
ECO 202	none	Reading in text & occasional in-class handouts	Class magazine	none
ENG 002	none	Reserved readings in LRC	Individual projects	none
ENG 021	none	Reserved readings of selected essays & articles, research readings, in-class writing samples	none	none
ENG 121	none	Reserved readings of selected essays & articles, research readings, in-class writing samples	none	none
ENG 122	none	Reading in text & reading for research	none	none
ENG 122	none	Reading in text & reading for research	none	none
ENG 125	Possible but not planned	Reading in text & research for long report	none	1 job interview
FRE 112	8 Sh An & 2 Oral quizzes	Reading in text	none	Oral participation in class
FRE 212	4 Sh An quizzes	Reading in text	none	Oral participation in class
GEO 105	8-10 Sh An quizzes & weekly map quiz	Reading outside magazine articles	none	none
GER 112	none	Reading in text	none	Oral participation in class
GER 212	none	Reading in text	none	Oral participation in class
GEY 111	3 Sh An quizzes	Reading in text & research for term paper	none	(see tests)
GEY 112	3 Sh An pop quizzes	Reading in text & submit current outside articles to the class	none	1 oral presentation
HFT 047LB	none	Reading background material on subject matter, corporate wellness	none	none
HFT 145	none	Reading handouts & research material for paper	none	none
HIS 202	none	Reading in texts	none	class discussion
HSC 111	3-5 Sh An, Fill-in, & Multi Ch. quizzes	Readings in current literature in LRC & readings for research paper	none	Oral presentation
JRN 110	10 Reading 5h An, T/F, Multi Ch quiz weekly	Reading in text plus outside newspaper & magazine reading in LRC	Production of the Alpine Voice	none
LIT 202	2 Sh An quizzes	Reading novels & research materials for paper	1 project	1 oral presentation
MAT 001	10 problem-solving quizzes	reading in text	none	none
MAT 035	none	reading in text	none	none
MAT 040	10 problem-solving quizzes	reading in text	none	none
MAT 040	10 problem-solving quizzes	reading in text	none	none
MAT 121	10 problem-solving quizzes	Reading in text	none	none
MAT 135	none	Reading in text	none	none
MAT 202	none	Reading in text	none	none
MMA 015	none	Reading in text	none	Oral presentation
OUT 112	Essay quiz (quizzes)	Reading in text	none	Oral presentation
OUT 125	Essay quiz (quizzes)	Reading in text	none	Oral presentation
PHI 112	none	Reading in text	none	Class discussion
PHI 140	none	Reading in texts & outside readings in LRC for research paper	none	Class discussion
PHY 105	none	Reading in text & for research paper	none	none
POS 220	2 map quizzes	Reading in text & Christian Science Monitor daily	none	none
POS 270WP	2 geography quizzes	Reading in text, Christian Science Monitor daily, & reprints from foreign policy assn.	none	none
PSY 101	none	Reading in text & research material for term paper	none	Class participation
PSY 102	none	Reading in text & in magazines for critiques	none	Oral presentation possible

Code	Experiments	Exercises	Text	Writing	Reading	Math
ACG 015	none	Math problems & exercises	12.88	ENG 121 level	10.9	MAT 131 (recommended)
ACG 111	none	Math problems & accounting exercises	12.24	n/a	10.2	MAT 131 (recommended)
ACG 112A	none	Math problems & accounting exercises	12.24	n/a	10.2	MAT 131 (recommended)
ACG 112B	none	Math problems & accounting exercises	12.24	n/a	10.2	MAT 131 (recommended)
ANT 101	none	weekly study guide exercises	14.07	ENG 121 level	12	n/a
ANT 101	none	none	14.07	ENG 122 level	12	n/a
ART 112	none	none	16.46		14.4	
AST 102	Telescope observations in lab	Math problems	12.18	ENG 121 level	10.2	MAT 040 (recommended)
BIO 112	10 labs & 5 experiments	none	13.5	ENG 121 level	11.5	n/a
BIO 212	experiments	none	9.52	n/a	@ 13	n/a
BIO 212L	experiments	none	(See class)	n/a	@ 13	n/a
BUS 210						
BUS 212	none	none	12.06	n/a	10	n/a
CHE 112	Lab experiments	Math problems	12.24	ENG 121 level	10.2	Algebra background
CSC 012		none	none		n/a	
CSC 021D	none	none	11.07	n/a	9.1	n/a
CSC 0	none	Weekly lab exercises		n/a		n/a
CSC 036	none	Weekly lab exercises		n/a		n/a
CSC 043	none	Computer lab assignments			n/a	n/a
CSC 044	none	Weekly lab exercises		n/a		n/a
CSC 112A	none	Weekly lab assignments	9.62	ENG 121 level	7.6	n/a
CSC 112B	none	Weekly lab assignments	9.62	ENG 121 level	7.6	n/a
CSC 127	none	Weekly lab assignments		n/a		n/a
ECO 202			11.42		9.4	
ENG 002	none	Exercises	11.04/	n/a	9	n/a
ENG 002A	none	Editing of fs for struct. errors & exercises		n/a		n/a
ENG 121	none	none	11.04	Min. score on ENG test	9	n/a
ENG 121	none	none	11.04	Min. score on ENG test	9	n/a
ENG 122	none	none	17.35/	C" or better in ENG 121	15.3	n/a
ENG 122	none	none	17.35/	C" or better in ENG 121	15.3	n/a
ENG 125	none			Min. score on ENG test		n/a
FRE 112	none	Exercises	n/a	n/a	n/a	n/a
FRE 212	none	10 exercises	n/a	n/a	n/a	n/a
GEO 105	none	none	(alias)	ENG 121 level	n/a	n/a
GER 112	none	none	n/a	n/a	n/a	n/a
GER 212	none	none	n/a	n/a	n/a	n/a
GEY 111	lab experiments	lab exercises	11.12	ENG 121 level	9.1	n/a
GEY 112	none	5 exercises & math problems		ENG 121 level		Basic math background
HFT 047LS	none	none		ENG 121 level	n/a	n/a
HFT 145	none	none		ENG 121 level		Basic math background
HIS 202	none	none	14.07/	ENG 121 level	12	n/a
HSC 111	none	none		ENG 121 level		n/a
JRN 110	none	Workbook exercises	11.6	ENG 121 level	9.6	n/a
LIT 202	none	none		ENG 121 level		n/a
MAT 001	none	math problems & in-class prob. solving	7.76	n/a	5.6	n/a
MAT 035	none		13.07	n/a	11.1	MAT 040 lev. on math test
MAT 040	none	math problems & in-class prob. solving	8.19	n/a	6.2	MAT 040 lev. on math test
MAT 040	none	math problems & in-class prob. solving	8.19	n/a	6.2	MAT 040 lev. on math test
MAT 121	none	math problems & in-class prob. solving	6.26	n/a	6.3	Min. score on math test
MAT 135	none	Classroom prob. solving		n/a		MAT 040
MAT 202			9.36	n/a	7.4	MAT 201
MMA 015						
OUT 112	experiments	none	11.28	?	9.3	n/a
OUT 125	experiments	none	8.64	?	6.6	n/a
PHI 112	none	none	11.69/13.24/8.82	ENG 121 level	11.2	n/a
PHI 140	none	none		ENG 121 level		n/a
PHY 105	5-7 experiments	none	11.1	ENG 121 level	9.1	n/a
POS 220	none	none		ENG 121 level		n/a
POS 270WP	none	Conflict simulation game	14.39	ENG 121 level	12.4	n/a
PSY 101	none	none	11.38	ENG 121 level	9.4	n/a
PSY 102	none	none	11.38	ENG 121 level	9.4	n/a

Code	Advisement
ACG 015	Some accounting background recommended, good reading skills necessary to comprehend IRS Code
ACG 111	Warning: course requires a significant time commitment, rec. course for 2nd-yr students only or 1st-yr students with strong math skills, rec. prerequisites include bus. math, fund. of comp., & intro to bus.; rec. college-level reading skills
ACG 112A	Warning: course requires a significant time commitment, rec. course for 2nd-yr students only or 1st-yr students with strong math skills, rec. prerequisites include bus. math, fund. of comp., & intro to bus.; rec. college-level reading skills
ACG 112B	Warning: course requires a significant time commitment, rec. course for 2nd-yr students only or 1st-yr students with strong math skills, rec. prerequisites include bus. math, fund. of comp., & intro to bus.; rec. college-level reading skills
ANT 101	This telecourse requires much self-discipline in order to complete successfully; young students who may lack self-discipline are discouraged from enrolling
ANT 101	Students must be able to read & understand text; attendance important; the research paper will be the "center piece" of the course so writing skills are crucial
ART 112	Students should have college-level reading comprehension
AST 102	High school algebra-level math skills recommended but not required
BIO 112	Student should be able to think for him or herself
BIO 212	Reading & comprehension ability and memorization skills a must; high school diploma, good study skills, & interest in human body
BIO 212L	Ability to read at approximately 13th grade level
BUS 210	
BUS 212	Students need 10th grade reading level, some business experience helpful but not required
CHE 112	Students need the ability to read & comprehend text, at least an algebra background, good organizational skills for a large body of information
CSC 012	
CSC 021D	Prerequisite: Fundamentals of Computers; Students need ability to read directions from projects assigned and follow step by step to complete projects
CSC 0	Prerequisite: Fund. of Comp. Students must complete a meaningful (to them) project, must have good general comprehension to do well on exams; show some degree of familiarity with the program in operation
CSC 036	Prerequisite: Fund. of Computers or adequate computer experience
CSC 043	Prerequisite: Fund. of Computers or have experience on Macintosh computers
CSC 044	Prerequisite: Fund. of Computers, Graphics, Word Processing; Students need the ability to learn on their own and to read/interpret instructions & need to be not easily frustrated
CSC 112A	Students need good reading skills & the ability to follow sequential instructions; need problem-solving skills; self-discipline & time mgmt. skills; typing skills helpful; students with learning disabilities generally have problems with the pace
CSC 112B	Students need good reading skills & the ability to follow sequential instructions; need problem-solving skills; self-discipline & time mgmt. skills; typing skills helpful; students with learning disabilities generally have problems with the pace
CSC 127	Prerequisite: Fund. of Computers or adequate computer experience (IBM); logic helpful
ECO 202	
ENG 002	Prerequisite recommended: students should be able to type. All assignments for all students, even ESL & LD students, must be typed. NO HANDWRITTEN WORK WILL BE ACCEPTED.
ENG 002A	Prerequisite recommended: students should be able to type. All assignments for all students, even ESL & LD students, must be typed. NO HANDWRITTEN WORK WILL BE ACCEPTED.
ENG 121	Prerequisite: C minimum in Basic English (ENG 002) or min. placement test score, typing skills & mastery of typical grammatical errors, spelling, mechanics, & punctuation. Reading at 11th grade level. NO HANDWRITTEN WORK WILL BE ACCEPTED
ENG 121	Prerequisite: C minimum in Basic English (ENG 002) or min. placement test score, typing skills & mastery of typical grammatical errors, spelling, mechanics, & punctuation. Reading at 11th grade level. NO HANDWRITTEN WORK WILL BE ACCEPTED
ENG 122	Typing and/or word processing skills needed, and a C or better in ENG 121
ENG 122	Typing and/or word processing skills needed, and a C or better in ENG 121
ENG 125	Prerequisite: successful completion of Basic English or min. placement test score; good study skills; attendance essential; Getting Started on Macintosh or Fund. of Comp. required; typing ability advised; time management skills essential
FRE 112	Prerequisite: French I or instructor's permission
FRE 212	Prerequisite: Previous year of French instruction and French III
GEO 105	Recommended prerequisites: competent composition & reading skills; knowledge of proper research formats for footnotes & bibliography; students should also have curiosity, without which, the student will unlikely do well
GER 112	
GER 212	
GEY 111	Students should have had a high school science course
GEY 112	Prerequisite: Physical Geology (GEY 111); students need competent reading skills with some high school science background and some math background
HFT 047LS	Students should be high school graduates & have an interest in HFT
HFT 145	Prerequisites: Human Anatomy & Physiology; students should have a basic math background, basic English skills
HIS 202	This is an introductory course which requires only freshman-level writing and oral skills
HSC 111	Students should have high school reading/writing skills & should complete assignments
JRN 110	Students must have basic English and composition skills; this is a writing class
LIT 202	Students need 12th+ grade reading level, typing skills needed as all work must be typed; ENG 121 with a "C" or better; assumed knowledge includes grammar, format, & documentation
MAT 001	(None given)
MAT 035	
MAT 040	Students need a knowledge of arithmetic
MAT 040	Students need a knowledge of arithmetic
MAT 121	A knowledge of basic algebra & arithmetic essential
MAT 135	Prerequisite: Introductory Algebra; students need 10th grade reading level, ability to use a calculator, & Getting Started on Macintosh class
MAT 202	
MMA 015	
OUT 112	Attend classes; attend field trips; participate in experiential aspect of subject
OUT 125	Attend classes; attend field trips; participate in experiential aspect of subject
PHI 112	This is a difficult course which demands good written and oral communication skills before taking the class
PHI 140	This is an advanced seminar-type course; students whose skills are in doubt should get permission from the instructors to enroll
PHY 105	(None given)
POS 220	Ability to read a daily newspaper; basic geography literacy & rudimentary knowledge of the nation state system; willingness to get involved in conflicts outside their personal lives & take an active position in world affairs
POS 270WP	Students should read at a 12th-grade level to understand the ideas presented in this course & must be willing to complete all the outside reading assignments
PSY 101	No prerequisites although students should have good reading and listening skills
PSY 102	Students must have good reading comprehension skills & have good note-taking skills

Code	Lecture Style
ACG 015	Lec = 25%, Dis = 10%, Hands-on = 25%, Text Rev = 25%, Rev = 10%, Study Skills = 5% (note-taking, test-taking, studying)
ACG 111	Lec = 25%, Dis = 10%, Hands-on = 25%, Text Rev = 25%, Rev = 10%, Study Skills = 5% (note-taking, test-taking, studying)
ACG 112A	Lec = 25%, Dis = 15%, Text Rev = 25%, Rev = 10%
ACG 112B	Lec = 25%, Dis = 15%, Text Rev = 25%, Rev = 10%
ANT 101	
ANT 101	
ART 112	Lec = 30%, Class Dis = 20%, Vis = 20%, Hands-on = 5%, Text Rev = 5%, Rev = 15%, Study Skills = 5% (note-taking, test-taking, text marking)
AST 102	Lec = 25%, Dis = 10%, Hands-on = 20%, Vis = 25%, Rev = 10%, Assign = 5%, Study Skills (note-taking, test-taking, text-marking, studying, time mgmt)
BIO 112	Lec = 20%, Dis = 20%, Hands-on = 40%, Vis = 10%, Text Rev = 5%, Rev = 5%, Study Skills (note-taking, test-taking, text-marking, studying, time mgmt, stress mgmt)
BIO 212	Lec = 70%, Class Dis = 20%, (Vis = 100%), Study Skills = 10% (test-taking and studying)
BIO 212L	Lec = 10%, Dis = 20%, Hands-on = 50%, Assign = 20%
BUS 210	
BUS 212	Lec = 60%, Dis = 24%, Vis = 2%, Rev = 10%, Assign = 2%, Study Skills = 2%
CHE 112	Lec = 70%, Hands-on = 30%
CSC 012	
CSC 021D	Lec = 15%, Dis = 20%, Hands-on = 25%, Rev = 25%, Assign = 15%
CSC 0	
CSC 038	Vis = 70%, Hands-on = 10%, Rev = 20%
CSC 043	Lec = 20%, Dis = 20%, Hands-on = 50%, Rev = 10%
CSC 044	Vis = 30%, Hands-on = 40%, Rev = 30%
CSC 112A	Lec = 50%, Rev = 20%, Demo = 20%, St Sk = 10%
CSC 112B	Lec = 50%, Rev = 20%, Demo = 20%, St Sk = 10%
CSC 127	Lec = 60%, Hands-on = 20%, Rev = 20%
ECO 202	
ENG 002	Lec = 10%, Dis = 20%, Sm Gr Dis = 5%, Hands-on = 15%, Text Rev = 10%, Rev = 10%, Assign = 20%, Study Skills = 10% (Note-taking, test-taking, text-marking, studying, time mgmt, & stress mgmt)
ENG 002A	Dis = 25%, Sm Gr Dis = 50%, Rev = 10%, Assign = 15%
ENG 121	Lec/Vis = 15%, Cl Dis = 10%, Sm Gr Dis = 10%, Hands-on = 25%, Text Rev = 1%, Rev = 9%, Assign = 25%, St Sk = 5% (note-taking, text-marking/reading, studying, time mgmt, & stress mgmt)
ENG 121	Lec/Vis = 15%, Cl Dis = 10%, Sm Gr Dis = 10%, Hands-on = 25%, Text Rev = 1%, Rev = 9%, Assign = 25%, St Sk = 5% (note-taking, text-marking/reading, studying, time mgmt, & stress mgmt)
ENG 122	
ENG 122	
ENG 125	Lec = 40%, Dis = 10%, Sm Gr Dis = 10%, Vis = 20%, Rev = 10%, Assign = 5%, Study Skills = 5% (test-taking, text-marking, studying, time mgmt)
FRE 112	Lec = 10%, Oral = 50%, Text Rev = 20%, Rev = 10%, Assign = 10%
FRE 212	Lec = 10%, Oral = 40%, Text Rev = 30%, Rev = 10%, Assign = 10%
GEO 105	Lec = 33%, Dis = 33%, Hands-on = 33%, Assign = 1%
GER 112	
GER 212	
GEY 111	Lec 75%, Sm Gr Dis = 5%, Hands-on = 45%, Aud = 5%, Vis = 25%, Oral = 5%, Text Rev = 20%, Rev = 5%, Assign = 10%, Study Skills = 5% (note-taking, test-taking, time mgmt) (totals include lab so they are over 100%)
GEY 112	Lec = 35%, Dis = 5%, Sm Gr Dis = 5%, Hands-on = 10%, Aud = 10%, Vis = 5%, Oral = 20%, Text Rev = 2.5%, Rev = 2.5%, Assign = 2.5%, St Sk = 2.5% (note-taking, test-taking, scientific report writing)
HFT 047LS	Dis = 50%, Aud = 50%
HFT 145	Lec = 30%, Dis = 20%, Sm Gr Dis = 30%, Vis = 20%
HIS 202	Lec = 10%, Dis = 90%
HSC 111	Lec = 30%, Dis = 40%, Sm Gr Dis = 20%, Text Rev = 10%, Vis = 40-50%
JRN 110	Lec = 30%, Class Dis = 10%, Hands-on = 30%, Assign = 30%
LIT 202	Lec = 5%, Cl Dis = 25%, Sm Gr Dis = 25%, Rev = 10%, Assign = 15%, St Sk = 20%
MAT 001	Lec = 10%, Cl Dis = 50%, Sm Gr Dis = 20%, Vis = 10%, Assign = 10%
MAT 035	
MAT 040	Lec = 10%, Cl Dis = 50%, Sm Gr Dis = 20%, Vis = 10%, Assign = 10%
MAT 040	Lec = 10%, Cl Dis = 50%, Sm Gr Dis = 20%, Vis = 10%, Assign = 10%
MAT 121	Lec = 10%, Cl Dis = 50%, Sm Gr Dis = 20%, Vis = 10%, Assign = 10%
MAT 135	Lec = 10%, Dis & Vis = 50%, Sm Gr Dis = 20%, Oral = 10%, Rev = 10%
MAT 202	
MMA 015	
OUT 112	Lec = 20%, Class Dis = 10%, Sm Gr Dis = 10%, Hands-on = 50%
OUT 125	Lec = 20%, Class Dis = 10%, Sm Gr Dis = 10%, Hands-on = 50%
PHI 112	Lec = 10%, Dis = 90%
PHI 140	
PHY 105	Lec = 10%, Dis = 50%, Vis = 20%, Hands-on = 20%
POS 220	Lec = 30%, Cl Dis = 50%, Vis = 10%, Rev = 10%
POS 270WP	Lec = 10%, Cl Dis = 70%, Vis = 10%, Hands-on = 10%
PSY 101	Lec = 80%, Dis = 40% (some vis, use of chalkboard & films; some study skills with test-taking)
PSY 102	Lec = 75%, Dis = 20%, Sm Gr Dis = 5%

Code	Course Title	Prerequisite	Written Work	Tests
PSY 102	General Psychology IIB (Note)	none	1 5-10-pg. research paper	3 Multi Ch. exams
REE 021	Real Estate Practice	none	none	Fill-in, Multi Ch. Final exam
REE 026	Colorado Real Estate Law	none	3 listing agreements & 3 purchase & sale contracts	Fill-in, Multi Ch. Final exam
REE 027	Advanced Real Estate	none	none	Fill-in, Multi Ch. Final exam
RMA 023	Hotel & Motel Security Management	none	2 5-pg. reports	1 T/F, Multi Ch. Final exam
RMA 030C	Supervised Coop I	none	none	none
RMA 051	Maintenance and Engineering	none	none	5 T/F, Multi Ch. exams
RMA 053	Food Production Principles	none	none	1 T/F, Multi Ch. exams
RMA 057	Training and Development	none	none	none
RMA 059	Energy Management	none	1 5-pg. paper	4 T/F, Multi Ch. exams & 1 Essay, T/F, Multi Ch. Final exam
RMA 060C	Supervised Coop II	none	none	none
RMA 061	Convention Management	none	1 40-pg. report	4 T/F, Multi Ch. exams & 1 T/F, Multi Ch. Final exam
RMA 063	Marketing Hospitality Services	none	1 10-pg. report	1 T/F, Multi Ch. Final exam
RMA 065	Food and Beverage Service	none	2 3-pg. reports & journal	4 T/F, Multi Ch. exams & 1 T/F, Multi Ch. Final exam
RMA 068	Purchasing for Hospitality Operations	none	1 5-pg. paper & journal	4 T/F, Multi Ch. exams & 1 T/F, Multi Ch. Final exam
SKB 017	Ski Repair & Tuning	none	1 2-pg. report	Sh. An., Fill-in, Multi Ch., Oral Mid-term & Final exams
SKB 022	Ski Goods Manufacturing & Design	none	1 research paper	Essay, Sh. An., Fill-in, Multi Ch. Mid-term & Final exams
SKB 030C	Supervised Coop. Work Experience I	none	none	none
SKB 060C	Supervised Coop. Work Experience II	none	none	none
SOC 102	Intro to Sociology II	none	1 5-pg. paper & 1 10-pg. research paper	3 Essay, Sh. An. exams (1 exam, 1 mid-term, & 1 final)
SOC 210	Marriage & Family (Tele)	none	Weekly short summary essays	2 Long summary essays for mid-term & final exams
SPA 112	Spanish II	SPA 111	none	none
SPE 115	Principles of Speech A	none	1 paper, 1 5-10-pg. research paper, journal, 1 outline, & 2 interview writings	none
SPE 115	Principles of Speech B	none	1 paper, 1 5-10-pg. research paper, journal, 1 outline, & 2 interview writings	none
SPE 115	Principles of Speech C	none	1 paper, 1 5-10-pg. research paper, journal, 1 outline, & 2 interview writings	none
THE 116	Acting I	none	2-4 2-5-pg. papers & a journal	none

Code	Quizzes	Homework	Projects	Oral Work
PSY 102	none	Reading in text & for paper/oral report; paper should include 3 outside sources	none	Oral presentation
REE 021	3-4 Fill-in, Multi Ch quizzes	Reading in text & news items from newspapers, R.E. Commission letters, CPA newsletters	none	none
REE 026	3-4 Fill-in, Multi Ch quizzes	Reading in text & news items from newspapers, R.E. Commission letters, CPA newsletters	none	none
REE 027	3-4 Fill-in, Multi Ch quizzes	Reading in text & news items from newspapers, R.E. Commission letters, CPA newsletters	none	none
RMA 023	4 T/F, Multi Ch quizzes	Reading in text	none	1 oral presentation
RMA 030C	none	none	Work internship	none
RMA 051	none	Reading in text	none	none
RMA 053	4 T/F, Multi Ch quizzes	Reading in text	3 work projects	none
RMA 057				
RMA 059	3 Sh. An., T/F quizzes & 1 Oral quiz	Reading in text	none	1 oral presentation
RMA 060C	none	none	Work internship	none
RMA 061	none	Reading in text & industry publications	1 work project	none
RMA 063	4 T/F, Multi Ch quizzes	Reading in text & class handouts	none	none
RMA 065	none	Reading in text & industry publications	1 work project	1 oral presentation
RMA 068	none	Reading in text & industry publications	none	2 oral presentations
SKB 017	4 Sh. An., Fill-in, Multi Ch quizzes	Reading in text	none	1 oral presentation
SKB 022	4 Sh. An., Fill-in, Multi Ch., Oral quizzes	Outside readings	Designing a ski good	none
SKB 030C	none	none	Work internship	none
SKB 060C	none	none	Work internship	none
SOC 102	2 Essay, 5h. An. quizzes	Reading in texts	1 work project	15 oral reports
SOC 210	none	reading in text, viewing the videos, & the written work	none	none
SPA 112				
SPE 115	none	Reading in text, research readings, & selected LRC reserve readings	1 out-of-class interview	8-10 speeches
SPE 115	none	Reading in text, research readings, & selected LRC reserve readings	1 out-of-class interview	8-10 speeches
SPE 115	none	Reading in text, research readings, & selected LRC reserve readings	1 out-of-class interview	8-10 speeches
THE 116	none	Reading in text & script reading	1 creative acting project	Oral presentations

Code	Experiments	Exercises	Test	Writing	Reading	Math
PSY 102	none	none	11.38	ENG 121 level	9.4	n/a
REE 021	none	Math problems	18.43	n/a	16.4	MAT 035
REE 026	none	Math problems	13.49/18.43	n/a	11.5	MAT 035
REE 027	none	Math problems	12.97/18.43	n/a	11	MAT 035
RMA 023	none	none				n/a
RMA 030C	none	none	none	n/a	none	n/a
RMA 051	none	none	14.39		12.4	n/a
RMA 053	none	3 exercises				n/a
RMA 057			10.73		8.7	n/a
RMA 059	none	none	11.56		9.6	n/a
RMA 060C	none	none	none	n/a	none	n/a
RMA 061	none	none	13.29	ENG 121 level	11.3	n/a
RMA 063	none	none	12.44	ENG 121 level	10.4	n/a
RMA 065	none	none	12.47		10.5	n/a
RMA 068	none	none	10.66		8.7	n/a
SKB 017	none	none				n/a
SKB 022	none	Exercises	none		none	n/a
SKB 030C	none	none	none	none	none	n/a
SKB 060C	none	none	none	none	none	n/a
SOC 102	none	none	12.61	ENG 121 level	10.6	n/a
SOC 210	none	none	12.07	ENG 121 level	10	Basic math
SPA 112			n/a		n/a	
SPE 115	none	none	12.79	ENG 121 level	10.8	n/a
SPE 115	none	none	12.79	ENG 121 level	10.8	n/a
SPE 115	none	none	12.79	ENG 121 level	10.8	n/a
THE 116	none	Exercises	12.03	ENG 121 level	10	n/a

Code	Advisement
PSY 102	(None given)
REE 021	Students should have had a "B" average in high school but 2 yrs. of college studies advised, basic business & economics background will help accelerate the students' learning curves in the course
REE 026	Students should have had a "B" average in high school but 2 yrs. of college studies advised, basic business & economics background will help accelerate the students' learning curves in the course
REE 027	Students should have had a "B" average in high school but 2 yrs. of college studies advised, basic business & economics background will help accelerate the students' learning curves in the course
RMA 023	(None given)
RMA 030C	This course is the work internship
RMA 051	(None given)
RMA 053	
RMA 057	
RMA 059	Students should have the appropriate reading level and typing/computer skills to complete the paper
RMA 060C	This course is the work internship
RMA 061	Prerequisite courses: RMA 052, RMA 022, RMA 021, RMA 010, and Fund. of Computers, students need to be organized & detailed
RMA 063	No prerequisites although a high level of comprehension is required, no marketing background needed, report is project oriented and is graded on content, presentation & teamwork
RMA 065	(None given)
RMA 068	Recommended prerequisites: RMA 010, RMA 021, RMA 052, and RMA 058
SKB 017	No prerequisites or previous background knowledge, students need common sense
SKB 022	Students should have basic computer skills
SKB 030C	This course is the work internship
SKB 060C	This course is the work internship
SOC 102	Students need to attend class, participate in discussion, bring in outside material, and have adequate reading and writing skills
SOC 210	Students must have self-discipline & ability to work independently from the instructor & other students, not recommended for traditional-age students
SPA 112	
SPE 115	Suggested ENG 121 and/or ENG 122 level, typing required for all work, no exceptions made, prerequisite knowledge includes: grammar, format/documentation, & thesis/research logic concepts
SPE 115	Suggested ENG 121 and/or ENG 122 level, typing required for all work, no exceptions made, prerequisite knowledge includes: grammar, format/documentation, & thesis/research logic concepts
SPE 115	Suggested ENG 121 and/or ENG 122 level, typing required for all work, no exceptions made, prerequisite knowledge includes: grammar, format/documentation, & thesis/research logic concepts
THE 116	Students will be judged by attendance, participation, improvement & motivation

Code	Lecture Style
PSY 102	
REE 021	Lec = 30%, Dis = 20%, Text Rev = 30%, St Sk = 20% (test-taking)
REE 026	Lec = 30%, Dis = 20%, Text Rev = 30%, St Sk = 20% (test-taking)
REE 027	Lec = 30%, Dis = 20%, Text Rev = 30%, St Sk = 20% (test-taking)
RMA 033	
RMA 030C	na
RMA 051	
RMA 053	
RMA 057	
RMA 059	Lec/Via = 50%, Dis = 5%, Sm Gr Dis = 5%, Hands-on = 10%, Aud = 5%, Oral = 5%, Rev = 5%, Assign = 5%, Field Trips = 5%, St Sk = 5% (test-taking)
RMA 060C	na
RMA 061	Lec = 30%, Dis = 20%, Hands-on = 10%, Aud = 10%, Via = 20%, Oral = 5%, Assign = 5%
RMA 063	Lec/Via/Dis = 40%, Hands-on/Field Trips = 30%, Text Rev = 2%, Rev = 10%, Assign = 8%, St Sk = 10% (note-taking, test-taking, text-marking, studying)
RMA 065	Lec = 50%, Dis = 10%, Sm Gr Dis = 10%, Hands-on = 20%, Text Rev = 5%, Assign = 5%
RMA 068	Lec = 30%, Via = 30%, Hands-on = 10%, Aud = 10%, Text Rev = 5%, Rev = 5%, Assign = 8%, St Sk = 2% (Text-marking)
SKB 017	Lec = 55%, Via = 20%, Hands-on = 20%, St Sk = 5% (test-taking)
SKB 022	Lec = 55%, Via = 20%, Hands-on = 20%, St Sk = 5% (test-taking)
SKB 030C	na
SKB 080C	na
SOC 102	Lec = 40%, Dis = 30%, Sm Gr Dis = 20%, Hands-on = 5%, Via/Aud = 5%
SOC 210	
SPA 112	
SPE 115	Lec = 25%, Cl Dis = 5%, Sm Gr Dis = 5%, Hands-on = 60%, Rev = 1%, Assign = 4%
SPE 115	Lec = 25%, Cl Dis = 5%, Sm Gr Dis = 5%, Hands-on = 60%, Rev = 1%, Assign = 4%
SPE 115	Lec = 25%, Cl Dis = 5%, Sm Gr Dis = 5%, Hands-on = 60%, Rev = 1%, Assign = 4%
THE 116	Lec, Dis, Sm Gr Dis, Hands-on, Aud, Via, Oral, Text Rev, Rev Assign (all listed, no % given)

Code	Course Title	Prerequisite	Text	Writing	Reading	Math
ACG 015	Tax Procedures	none	12 88	ENG 121 level	10.9	MAT 131 (recommended)
ACG 111	Accounting I	none	12 24	n/a	10.2	MAT 131 (recommended)
ACG 112A	Accounting II	ACG 111	12 24	n/a	10.2	MAT 131 (recommended)
ACG 112B	Accounting II	ACG 111	12 24	n/a	10.2	MAT 131 (recommended)
ANT 101	Cultural Anthropology (Tele)	none	14 07	ENG 121 level	12	n/a
ANT 101	Cultural Anthropology	none	14 07	ENG 122 level	12	n/a
ART 112	Art History II	none	16 46	n/a	14.4	n/a
AST 102	Astronomy II	AST 101	12 18	ENG 121 level	10.2	MAT 040 (recommended)
BIO 112	General College Biology II	BIO 111	13 5	ENG 121 level	11.5	n/a
BIO 212	Human Anatomy & Physiology II	BIO 211	9 52	n/a	13	n/a
BIO 212L	Human Anatomy & Physiology II Lab	BIO 211L	(See class)	n/a	13	n/a
BUS 210	Principles of Management	none				
BUS 212	Business Law II	BUS 211	12 06	n/a	10	n/a
CHE 112	General College Chemistry II	CHE 111	12 24	ENG 121 level	10.2	Algebra background
CSC 012	Introducing MS/DOs	CSC 112	none		n/a	
CSC 021D	Word Processing Microsoft Word	CSC 112	11 07	n/a	9.1	n/a
CSC 0	4th Dimension Database	CSC 112		n/a		n/a
CSC 036	Computer Systems Telecommunication	CSC 112		n/a		n/a
CSC 043	Computer Assisted Illustration	CSC 112	none		n/a	n/a
CSC 044	Desktop Publishing	CSC 112/043		n/a		n/a
CSC 112A	Fundamentals of Computers	none	9 62	ENG 121 level	7.6	n/a
CSC 112B	Fundamentals of Computers	none	9 62	ENG 121 level	7.6	n/a
CSC 127	Programming in Pascal	CSC 112		n/a		n/a
ECO 202	Principles of Microeconomics	none	11 42		9.4	
ENG 002	Basic English I	none	11 04/	n/a	9	n/a
ENG 002A	Bas... English II	ENG 002		n/a		n/a
ENG 121	English Composition IA	min. score	11 04	Min. score on ENG test	9	n/a
ENG 121	English Composition IB	min. score	11 04	Min. score on ENG test	9	n/a
ENG 122	English Composition IIA	ENG 121	17 35/	C+ or better in ENG 121	15.3	n/a
ENG 122	English Composition IIB	ENG 121	17 35/	C+ or better in ENG 121	15.3	n/a
ENG 125	Technical Writing	min. score		Min. score on ENG test		n/a
FRE 112	French II	FRE 111	n/a	n/a	n/a	n/a
FRE 212	French IV	FRE 211	n/a	n/a	n/a	n/a
GEO 105	Geography	none	(atlas)	ENG 121 level	n/a	n/a
GER 112	German II	GER 111	n/a	n/a	n/a	n/a
GER 212	German IV	GER 211	n/a	n/a	n/a	n/a
GEY 111	Physical Geology I	none	11 12	ENG 121 level	9.1	n/a
GEY 112	Historical Geology II	GEY 111		ENG 121 level		Basic math background
HFT 047LS	Lab Settings in Health & Fitness	none	none		n/a	n/a
HFT 145	Math & Procedures for Fit Assessment	none		ENG 121 level		Basic math background
HIS 202	American History II	none	14 07/	ENG 121 level	12	n/a
HSC 111	Fundamentals of Nutrition	none		ENG 121 level		n/a
JRN 110	Intro. to Journalism	none	11 6	ENG 121 level	9.6	n/a
LIT 202	Masterpieces in Literature II	none		ENG 121 level		n/a
MAT 001	Fundamentals of Math	none	7 76	n/a	5.8	n/a
MAT 035	Business Math	min. score	13 07	n/a	11.1	MAT 040 lev. on math test
MAT 040	Introductory Algebra A	min. score	8 19	n/a	6.2	MAT 040 lev. on math test
MAT 040	Introductory Algebra B	min. score	8 19	n/a	6.2	MAT 040 lev. on math test
MAT 121	College Algebra	min. score	8 26	n/a	6.3	Min. score on math test
MAT 135	Statistics	min. score		n/a		MAT 040
MAT 202	Calculus II	MAT 201	9 36	n/a	7.4	MAT 201
MMA 015	Marketing	none				
OUT 112	Desert Orientation	none	11 28	?	9.3	n/a
OUT 125	Intro. to Avalanche Study	none	8 64	?	8.6	n/a
PHI 112	Ethics	none	11 69/13 24/8 82	ENG 121 level	11.2	n/a
PHI 140	Philosophy & the Sciences	none		ENG 121 level		n/a
PHY 105	Physics	none	11.1	ENG 121 level	9.1	
POS 220	International Relations	none		ENG 121 level		n/a
POS 270WP	War and Peace in the Nuclear Age	none	14 39	ENG 121 level	12.4	n/a
PSY 101	General Psychology I	none	11 38	ENG 121 level	9.4	n/a
PSY 102	General Psychology IIA (Mile)	none	11 38	ENG 121 level	9.4	n/a

Alpine Campus Short Advising Matrix

Code	Advisement
ACG 015	Some accounting background recommended; good reading skills necessary to comprehend IRS Code
ACG 111	Warning: course requires a significant time commitment; rec. course for 2nd-yr. students only or 1st-yr. students with strong math skills; rec. prerequisites include bus. math, fund. of comp., & intro. to bus.; rec. college-level reading skills
ACG 112A	Warning: course requires a significant time commitment; rec. course for 2nd-yr. students only or 1st-yr. students with strong math skills; rec. prerequisites include bus. math, fund. of comp., & intro. to bus.; rec. college-level reading skills
ACG 112B	Warning: course requires a significant time commitment; rec. course for 2nd-yr. students only or 1st-yr. students with strong math skills; rec. prerequisites include bus. math, fund. of comp., & intro. to bus.; rec. college-level reading skills
ANT 101	This telecourse requires much self-discipline in order to complete successfully; young students who may lack self-discipline are discouraged from enrolling
ANT 101	Students must be able to read & understand text; attendance important; the research paper will be the "center piece" of the course so writing skills are crucial
ART 112	Students should have college-level reading comprehension
AST 102	High school algebra-level math skills recommended but not required
BIO 112	Student should be able to think for him or herself
BIO 212	Reading & comprehension ability and memorization skills a must; high school diploma, good study skills, & interest in human body
BIO 212L	Ability to read at approximately 12th grade level
BUS 210	
BUS 212	Students need 10th grade reading level; some business experience helpful but not required
CHE 112	Students need the ability to read & comprehend text; at least an algebra background; good organizational skills for a large body of information
CSC 012	
CSC 021D	Prerequisite: Fundamentals of Computers; Students need ability to read directions from projects assigned and follow step by step to complete projects
CSC 0	Prerequisite: Fund. of Comp. Students must complete a meaningful (to them) project; must have good general comprehension to do well on exams; show some degree of familiarity with the program in operation
CSC 036	Prerequisite: Fund. of Computers or adequate computer experience
CSC 043	Prerequisite: Fund. of Computers or have experience on Macintosh computers
CSC 044	Prerequisite: Fund. of Computers, Graphics, Word Processing; Students need the ability to learn on their own and to read/interpret instructions & need to be not easily frustrated
CSC 112A	Students need good reading skills & the ability to follow sequential instructions; need problem-solving skills; self-discipline & time mgmt. skills; typing skills helpful; students with learning disabilities generally have problems with the pace
CSC 112B	Students need good reading skills & the ability to follow sequential instructions; need problem-solving skills; self-discipline & time mgmt. skills; typing skills helpful; students with learning disabilities generally have problems with the pace
CSC 127	Prerequisite: Fund. of Computers or adequate computer experience (IBM); logic helpful
ECO 202	
ENG 002	Prerequisite recommended: students should be able to type. All assignments for all students, even ESL & LD students, must be typed. NO HANDWRITTEN WORK WILL BE ACCEPTED
ENG 003A	Prerequisite recommended: students should be able to type. All assignments for all students, even ESL & LD students, must be typed. NO HANDWRITTEN WORK WILL BE ACCEPTED
ENG 121	Prerequisite: C minimum in Basic English (ENG 002) or min. placement test score; typing skills & mastery of typical grammatical errors, spelling, mechanics, & punctuation. Reading at 11th grade level. NO HANDWRITTEN WORK WILL BE ACCEPTED
ENG 121	Prerequisite: C minimum in Basic English (ENG 002) or min. placement test score; typing skills & mastery of typical grammatical errors, spelling, mechanics, & punctuation. Reading at 11th grade level. NO HANDWRITTEN WORK WILL BE ACCEPTED
ENG 122	Typing and/or word processing skills needed; and a C or better in ENG 121
ENG 122	Typing and/or word processing skills needed; and a C or better in ENG 121
ENG 125	Prerequisite: successful completion of Basic English or min. placement test score; good study skills; attendance essential; Getting Started on Macintosh or Fund. of Comp. required; typing ability advised; time management skills essential
FRE 112	Prerequisite: French I or instructor's permission
FRE 212	Prerequisite: Previous year of French instruction and French III
GEO 105	Recommended prerequisites: competent composition & reading skills; knowledge of proper research formats for footnotes & bibliography; students should also have curiosity, without which, the student will unlikely do well
GER 112	
GER 212	
GEY 111	Students should have had a high school science course
GEY 112	Prerequisite: Physical Geology (GEY 111); students need competent reading skills with some high school science background and some math background
HFT 047LS	Students should be high school graduates & have an interest in HFT
HFT 145	Prerequisites: Human Anatomy & Physiology; students should have a basic math background, basic English skills
HIS 202	This is an introductory course which requires only freshman-level writing and oral skills
HSC 111	Students should have high school reading/writing skills & should complete assignments
JRM 110	Students must have basic English and composition skills; this is a writing class
LIT 202	Students need 12th grade reading level; typing skills needed as all work must be typed; ENG 121 with a "C" or better; assumed knowledge includes grammar, format, & documentation
MAT 001	(None given)
MAT 035	
MAT 040	Students need a knowledge of arithmetic
MAT 040	Students need a knowledge of arithmetic
MAT 121	A knowledge of basic algebra & arithmetic essential
MAT 135	Prerequisite: Introductory Algebra; students need 10th grade reading level; ability to use a calculator; & Getting Started on Macintosh class
MAT 202	
MMA 015	
OUT 112	Attend classes; attend field trips; participate in experiential aspect of subject
OUT 125	Attend classes; attend field trips; participate in experiential aspect of subject
PH 112	This is a difficult course which demands good written and oral communication skills before taking the class
PH 140	This is an advanced seminar-type course; students whose skills are in doubt should get permission from the instructors to enroll
PHY 105	(None given)
POS 220	Ability to read a daily newspaper; basic geography literacy & rudimentary knowledge of the nation state system; willingness to get involved in conflicts outside their personal lives & take an active position in world affairs
POS 270WP	Students should read at a 12th grade level to understand the ideas presented in this course & must be willing to complete all the outside reading assignments
PSY 101	No prerequisites although students should have good reading and learning skills
PSY 102	Students must have good reading comprehension skills & have good note-taking skills

Alpine Campus Short Advising Matrix

Code	Course Title	Prerequisite	Text	Writing	Reading	Math
PSY 102	General Psychology IIB (Note)	none	11.36	ENG 121 level	9.4	n/a
REE 021	Real Estate Practice	none	18.43	n/a	16.4	MAT 035
REE 026	Colorado Real Estate Law	none	13.49/18.43	n/a	11.5	MAT 035
REE 027	Advanced Real Estate	none	12.97/18.43	n/a	11	MAT 035
RMA 023	Hotel & Motel Security Management	none				n/a
RMA 030C	Supervised Coop I	none	none	n/a	none	n/a
RMA 051	Maintenance and Engineering	none	14.59		12.4	n/a
RMA 053	Food Production Principles	none				n/a
RMA 057	Training and Development	none	10.73		8.7	n/a
RMA 059	Energy Management	none	11.56		9.6	n/a
RMA 060C	Supervised Coop II	none	none	n/a	none	n/a
RMA 061	Convention Management	none	13.29	ENG 121 level	11.3	n/a
RMA 063	Marketing Hospitality Services	none	12.44	ENG 121 level	10.4	n/a
RMA 065	Food and Beverage Service	none	12.47		10.5	n/a
RMA 068	Purchasing for Hospitality Operations	none	10.66		8.7	n/a
SKB 017	Ski Repair & Tuning	none				n/a
SKB 022	Ski Goods Manufacturing & Design	none	none		none	n/a
SKB 030C	Supervised Coop. Work Experience I	none	none	none	none	n/a
SKB 060C	Supervised Coop. Work Experience II	none	none	none	none	n/a
SOC 102	Intro. to Sociology II	none	12.61	ENG 121 level	10.6	n/a
SOC 210	Marriage & Family (Tele.)	none	12.07	ENG 121 level	10	Basic math
SPA 112	Spanish II	SPA 111	n/a		n/a	
SPE 115	Principles of Speech A	none	12.79	ENG 121 level	10.8	n/a
SPE 115	Principles of Speech B	none	12.79	ENG 121 level	10.8	n/a
SPE 115	Principles of Speech C	none	12.79	ENG 121 level	10.8	n/a
THE 116	Acting I	none	12.03	ENG 121 level	10	n/a

Alpine Campus Short Advising Matrix

Code	Advisement
PSY 102	(None given)
REE 021	Students should have had a "B" average in high school but 2 yrs. of college studies advised; basic business & economics background will help accelerate the students' learning curves in the course
REE 026	Students should have had a "B" average in high school but 2 yrs. of college studies advised; basic business & economics background will help accelerate the students' learning curves in the course
REE 027	Students should have had a "B" average in high school but 2 yrs. of college studies advised; basic business & economics background will help accelerate the students' learning curves in the course
RMA 023	(None given)
RMA 030C	This course is the work internship
RMA 051	(None given)
RMA 053	
RMA 057	
RMA 059	Students should have the appropriate reading level and typing/computer skills to complete the paper
RMA 060C	This course is the work internship
RMA 061	Prerequisite courses: RMA 052, RMA 022, RMA 021, RMA 010, and Fund. of Computers; students need to be organized & detailed
RMA 063	No prerequisites although a high level of comprehension is required; no marketing background needed; report is project oriented and is graded on content, presentation & teamwork
RMA 065	(None given)
RMA 068	Recommended prerequisites: RMA 010, RMA 021, RMA 052, and RMA 058
SKB 017	No prerequisites or previous background knowledge; students need common sense
SKB 022	Students should have basic computer skills
SKB 030C	This course is the work internship
SKB 060C	This course is the work internship
SOC 102	Students need to attend class, participate in discussion, bring in outside material, and have adequate reading and writing skills
SOC 210	Students must have self-discipline & ability to work independently from the instructor & other students; not recommended for traditional-age students
SPA 112	
SPE 115	Suggested ENG 121 and/or ENG 122 level; typing required for all work, no exceptions made; prerequisite knowledge includes: grammar, format/documentation, & thesis/research logic concepts
SPE 115	Suggested ENG 121 and/or ENG 122 level; typing required for all work, no exceptions made; prerequisite knowledge includes: grammar, format/documentation, & thesis/research logic concepts
SPE 115	Suggested ENG 121 and/or ENG 122 level; typing required for all work, no exceptions made; prerequisite knowledge includes: grammar, format/documentation, & thesis/research logic concepts
THE 118	Students will be judged by attendance, participation, improvement & motivation

Appendix A

Procedure for Finding the Reading Grade Level of Textbooks

1. Choose at least 8 random pages from the textbook. (One page per 50 should give a fairly representative sample.) Generally, I try to keep the pages fairly evenly spaced; so if the book has 400 pages, I would begin with page 3 or 4 and then select the next page around 53, then 103, etc. The form on the next page allows you to analyze 8 pages. If the textbook is exceptionally long, you may want to sample more than 8 pages.
2. Choose ten consecutive sentences from each page. I usually begin at the top of the page; however, any ten consecutive sentences will do.
3. For each separate sentence, count 1 point for every one or two syllable word. Count 2 points for every word that contains three or more syllables. The form on the following page has numbered blanks to enter the number for each of the ten sentences.
4. Total the points for all ten sentences and divide by two. Then divide that number by 10. The resulting number is the grade level equivalent for that page.
5. Follow steps 2, 3, and 4 for at least 7 additional pages.
6. When you have finished, add all the averages for each page and average those grade levels to arrive at an average grade level for the textbook.

The other information on the form on the following page concerning title, author, publisher, etc., is self-explanatory. CMC has a computer program that will provide reading levels based on the Fog Index and three or four others, and when I cross-checked this method, which I adopted from the one used at the Community College of Denver, with these other methods, I found that the reading level was within a half grade level of the composite of the other methods. I have also discovered that by sampling eight different pages from the same book that the reading level could fluctuate by one to one and a half grade levels. Therefore, I would caution anyone using any method to remember that any grade level is a rough estimate at best.

The theory behind this method is simply that poor readers will have more difficulty with longer words (3 or more syllables usually) and longer sentences. The point value reached reflects both these factors without having to worry about word lists.

Textbook Readability Assessment Sheet

Course Title: _____ Course Code: _____
 Site: _____ Term: _____
 Book Title: _____ Author: _____
 Publisher: _____ Publication Date: _____
 Number of Pages in Text: _____ Assessment 1 pg. per _____ of book

Page _____	Page _____	Page _____	Page _____
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____
9. _____	9. _____	9. _____	9. _____
10. _____	10. _____	10. _____	10. _____
_____ Total	_____ Total	_____ Total	_____ Total
_____ ÷ 2	_____ ÷ 2	_____ ÷ 2	_____ ÷ 2
_____ ÷ 10	_____ ÷ 10	_____ ÷ 10	_____ ÷ 10
Readability level for page	Readability level for page	Readability level for page	Readability level for page

Page _____	Page _____	Page _____	Page _____
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____
9. _____	9. _____	9. _____	9. _____
10. _____	10. _____	10. _____	10. _____
_____ Total	_____ Total	_____ Total	_____ Total
_____ + 2	_____ + 2	_____ + 2	_____ + 2
_____ + 10	_____ + 10	_____ + 10	_____ + 10
Readability level for page	Readability level for page	Readability level for page	Readability level for page

Readability Range of Textbook: _____

Readability Level of Textbook (average of the 8 pages): _____

Textbook is: Elementary Level (0-6.5) _____

Junior High Level (6.6-9.5) _____

High School Level (9.6-12.5) _____

College Level (12.6-16.5) _____

Graduate Level (16.6+) _____

(This form was adapted from one used at the Community College of Denver)
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